Montana Schools

Volume 23, No. 2 | Office of Public Instruction | Georgia Rice, Superintendent | October 1979

Spotlight on energy conservation in schools

"In 1977 the nation's educational institutions consumed 1.1 quadrillion BTU's or approximately 1.5 percent of the total U.S. consumption of energy of all forms," according to U.S. Department of Energy statistics.

Energy conservation in schools becomes increasingly important as energy costs continue to erode educational budgets and empty taxpayers' pockets.

Schools are caught among inflation, declining enrollments, taxpayer revolts and increasing energy costs, according to Fred Easy of the Montana Department of Natural Resources and Conservation. Industry can pass rising costs to consumers—schools cannot. Schools must maintain their primary function which is the education of children. To cut costs, schools don't have to harm the quality of education by cutting teachers and classroom supplies. A more logical way is to cut costs through effective energy conservation.

Energy is used in schools in a number of ways. Approximately 65 percent of energy is consumed in heating, ventilation and air conditioning systems, national statistics show. Lighting and general electrical use consumes about 15 percent of energy used. The remaining 20 percent goes to food services (7 percent), hot water (3 percent) and special use areas such as laboratories, kilns and shops (10 percent).

The Department of Energy estimates that at least 30 and as much as 50 percent in energy savings can be realized if energy entering the building is used efficiently. They report that much of this savings can be effected at no or low cost.

A tremendous potential for energy savings exists in schools. Most schools were designed when fuel and electricity were plentiful and cheap, Easy said. Long-range energy usage and costs were seldom considered in designing a school. Many schools are overheated, overlighted and overventilated.

Studies of the American Association of School Administrators indicate that building modifications can save 20 to 50 percent. An additional 15 to 20 percent can be saved by changing the energy users' behavior pattern.

Buildings can be modified, but the people using them make the difference in the long run. Roofs and walls can be insulated, but if doors are left open and lights left on in an empty classroom, efforts are wasted.

Last year the Office of Public Instruction reduced energy consumption by 10 percent. Schools across Montana also saved energy and money by becoming energy conscious. A sampling of energy programs in Montana's schools, and suggestions for others, will be presented in this issue under "Spotlight on Energy" ★

Child Abuse and Neglect: YOU MUST REPORT

Last year, welfare agencies in Montana helped more than 9,000 children who had been abused or neglected by their parents—enough children to fill the roll books of all the public schools in Lewis and Clark County. Beyond the cases reported, how many more children and families suffered?

In 1974 the U.S. Congress passed **The Child Abuse Prevention and Treatment Act,** Public Law 93-247, recognizing child abuse as a major social problem. The law's goal was to offer assistance to families in stress and to children in peril. That same year the Montana legislature passed a similar bill, though lacking in specifics necessary to qualify Montana for federal grants under P.L. 93-247. That changed during this year's 46th legislative session.

Senate Bill 301, "An Act to Generally Revise the State Laws Relating to Child Abuse, Neglect and Dependency," took effect in Montana on July 2, in the Year of the Child. Senate Bill 301 amends the 1974 legislation in several important aspects and changes language to guarantee that all of Montana's children are legally protected from harm from adults.

Who must report?

Section 6 of Senate Bill 301 specifies that

(1) When the professionals and officials listed [below] know or have reasonable cause to suspect that a child known to them in their professional or official capacity is an abused or neglected child, they shall report the matter promptly. . . .

(2) Professionals and officials required to report are:

(a) physician, resident, intern, or member of a hospital's staff engaged in the admission, examination, care, or treatment of persons;

(b) a nurse, osteopath, chiropractor, podiatrist, medical examiner, coroner, dentist, optometrist, or any other health or mental health professional;

(c) Christian Science practitioner and religious healers;

(d) school teachers, other school officials, and employees who work during regular school hours;

(e) a social worker, licensed day-care center, or any other licensed child-care facility;

(f) foster care, residential, or institutional worker; or

(g) a peace officer or other law enforcement official. . . .

Only "reasonable cause to suspect" child abuse is needed by those professionals and officials required to report. In the 1974 law, however, "reason to believe that a child has had serious injury or injuries inflicted upon him or her" was necessary. Bert Annin, a staff attorney at the Montana Social and Rehabilitation Services (SRS) who worked with SB 301's sponsors, said that the new language protects the child even more scrupulously.

"The teachers can report anything that's subtle," said Annin, "no matter how subtle, if there is reason to suspect." **Suspicion** does not presume you have corroboration, while a child might suffer repeated abuse by the time you find a reason for **belief** of its occurrence.

The presence of "serious injury or injuries" is no longer requisite for reporting. An "abused or neglected child" has been redefined to mean "a child whose normal physical or mental health or welfare is harmed or threatened with harm by the acts or omissions of his parent or other person responsible for his welfare." At least, only the suspicion of a **threat** of harm is necessary to make a report. According to Annin, the threat of harm to a child might, for example, exist if the parent is out drinking in a bar.

Previously, **teachers** were the only school personnel required to report. Now, "other school officials" and "employees who work during regular school hours" must also report child abuse and neglect.

"A janitor might see kids dropped off at school at 6 a.m., two hours before school, regardless of the weather," said Annin. "If the janitor makes a report, services can be provided for day-care."

Norma Vestre, chief of the Social Services Bureau at SRS, said that "the bottom line is protection of children." Vestre's responsibility is to implement the new law. Like Annin, she worked with Montana

continued on page 6 . . . .

Spotlight on Energy

Energy conservation enlivens school/community spirit

"National estimates are that a school can cut energy consumption by approximately 25 percent simply by weatherizing and repairing a school," according to Tom Pellitier of the National Center for Appropriate Technology in Butte, Montana.

Making a school energy efficient can involve students and community members as well as administrators and teachers, he said.

"Weatherizing would include replacing broken windows, patching holes, fixing loose and poorly fit doors and windows and weather stripping," Pellitier said. "In many cases, heat is literally going out the windows."

Heating systems play a major role in energy and economic conservation. He said that heating is where schools can save the most money and energy.

One suggestion Pellitier made was for schools to appoint a task force of interested administrators, teachers and students to audit the school. They would determine where they were loosing the most energy and, consequently, money.

"This task force could identify areas that are not used as much," he said. Hallways, gyms, locker rooms, rotundas, storerooms and basements are areas either where people just pass through, or where there is a lot of activity to heat the area with body heat.

In these areas, "thermostats that control different parts of the schools would be very beneficial," Pellitier said. Keeping little-used areas about 60 degrees would save the school energy and money and still be comfortable enough for people to function in them.

There is no reason, he said, to keep these areas as warm as classrooms, the business office or the library, where comfort is necessary.

The task force could also determine where heat loss is greatest and install insulation in walls and ceilings.

Pellitier added that students can become actively involved in energy conservation in ways other than serving on a task force. Weatherizing the school would make excellent projects for students in vocational education classes.

"Another good project," Pellitier said, "would be for students to examine school transportation. How do they get to and from school? Could they better utilize busing or carpooling?"

"Conserving energy and saving money is a matter of making everyone energy conscious. . . . Energy [conservation] is an idea whose time is come," he said.

Ideally, alternate renewable energy should be utilized as much as possible according to Pellitier.

One possibility for rural schools is to install wood-burning stoves. A slow-burning wood stove could not only save money and provide heat, but Pellitier said it would also be a good way to get community members involved in the school. Wood could be gathered from free wood areas for the school by community members. He said, however, that wood heat or even coal wouldn't be as effective or as convenient for a large school.

Pellitier mentioned some schools across the country that are utilizing renewable energy and involving the community as well.

For example, one of the poorest school districts in Illinois installed a passive solar system in their school. The students and community members collected 40,000 beer and pop cans, filled them with water and sealed them. On the south wall of the school behind a solar-glazed glass, they built a wall with the cans. During the day the sun heats the cans, and when temperatures cool outside, the heated water in the cans provides internal heat.

A school on the Navaho reservation in Arizona installed their own solar water and space heating system. Local people were in need of employment, so through an employment training program, Pellitier said, they were trained to install and maintain the solar system. Now they have some highly trained community members as well as a solar heating system. Pellitier said it was an excellent learning and sharing experience for the students.

And, in Aspen, a school was built underground to save energy.

"Alternate renewable energy," Pellitier said, "is indeed an idea whose time is come." ★

Traffic educ. survey summary

The information below was compiled from the 1978-79 Traffic Education Program Surveys completed by all high school districts conducting state-approved traffic education programs during the summer of 1978 and the 1978-79 school year. The survey was conducted by the Division of Traffic and Safety Education, Office of Public Instruction.

1. The total number of high school districts eligible to offer a traffic education program: **165.**
2. The total number of high school districts offering a state-approved traffic education program: **153.**
3. The total number of ninth-grade students eligible to enroll in traffic education: **13,581.**
4. The total number of eligible students who completed a state-approved traffic education program: **12,130.**
5. The total number of high school districts offering traffic education programs (a) during regular school hours—**95,** (b) outside regular school hours—**88.**
6. The number of high school districts offering (a) programs that exceed the minimum state requirements—**81,** (b) simulation instruction—**23.**
7. The number of high school districts that charge a fee during the (a) school year—**28,** (b) summer—**34.**

		School Year	Summer
8.	The minimum fee charged:	$ 5.00	$10.00
9.	The maximum fee charged:	40.00	40.00
10.	The average fee charged:	21.82	23.01
11.	The mode fee charged:	20.00	25.00

12. The number of high school districts that grant credit for successful completion of traffic education: **122.**
13. The number of high school districts that use psychophysical testing equipment: **71.**
14. The number of high school districts that use Regional Traffic Education Resource Centers: **144.**
15. The number of high school districts that use: (a) closed circuit TV—**0,** (b) videotape—**26,** (c) audiotape—**26,** (d) loop films—**38,** (e) filmstrips—**105,** (f) programmed materials—**62,** (g) 16-mm films and other—**40.**
16. The number of instructors teaching traffic education (a) full-time—**74,** (b) part-time—**261.**
17. The number of high school districts that employ a traffic and/or safety education supervisor: **19.**
18. The number of high school districts that conduct a (a) pedestrian safety program—**34,** (b) bicycle safety program—**50,** (c) school bus rider/passenger safety program—**53,** (d) adult traffic education program—**22,** (e) traffic education program for the handicapped—**38,** (f) motorcycle rider course—**11.**
19. The number of high school districts that use Montana's current traffic education curriculum guide: **148.**
20. The number of vehicles used in Montana's traffic education programs: **391.**
21. The number of traffic accidents involving traffic education vehicles—**18;** (a) the number of persons killed—**0,** (b) the number of persons injured—**0.**
22. The number of high school districts obtaining traffic education vehicles on (a) free loan—**120,** (b) daily fee basis—**8,** (c) lease or rental—**21,** (d) purchase agreement—**3,** (e) other—**3.**
23. The number of high school districts that conduct follow-up studies of students successfully completing traffic education: **20.**
24. The hourly rate paid traffic education instructors: (a) minimum—**$3.55,** (b) maximum—**$20.93,** (c) average—**$9.28,** (d) mode—**$7.00.**
25. The cost per pupil: (a) minimum—**$22.95,** (b) maximum—**$487.85,** (c) average—**$143.13,** (d) mode—**$75.00.** ★

Spotlight on Energy

Against the wind, toward the sun

"The heating bills were going way out of sight," said Melvin Vossler, superintendent of Harlowton School District 16.

"On windy days—and it gets pretty windy here in Harlowton—the wind came right through the windows and the heat went out."

Vossler said that two items prompted them to action. One, high heating bills, and the other, they couldn't control the heat in the school.

There were no thermostats in the school. The heat was either on or off. "We were making everyone uncomfortable," he said. "The students were either too hot or too cold."

To solve the problem, Harlowton replaced windows and redid their heating system.

"Thirty windows on the east side of the high school were removed and replaced with insulation board and smaller windows." Now instead of six big windows in each room, Vossler said there are three small windows.

"We also put thermostats in each room and went to a high day temperature/low night temperature system," he said.

Harlowton expects a 25 percent cost savings. They also expect the system to pay itself back in three to four years, if not a lot sooner, the way energy costs are "going way out of sight."

Whereas Harlowton found itself battling a renewable source of energy, Belgrade Junior High will soon be using a renewable source to provide heat and hot water.

Solar collectors are being installed on the Belgrade Junior High. And, as soon as they receive and install the hot water holding tanks, they will have the capability of completely heating the school with the sun.

In 1976 they began plans for a new junior high and at about the same time applied for a grant from the Department of Natural Resources and Conservation.

The first grant was for a feasibility study. Another grant was received for preparing blueprints, and last year they received an implementation grant. "This year's grant covers the cost of materials and the installation," Ginger Reiser, business manager and school district clerk, said. "The school is responsible for the architect's fees."

"The building was completely designed for solar—the walls are double thickness, the roof is properly slanted, and the building is facing the proper direction," she said. "We can run without solar as well. . . . We have as backup a natural gas system."

Main reasons for the solar system are to cut costs. Their budget was going "more and more to energy costs." "It was our way," Reiser said, "to help relieve the taxpayer." "The really exciting part of the solar system," she said, "is that the junior high science students will assist in the daily monitoring. It will be an excellent opportunity for them to learn . . . excellent exposure." ★

Special Education— Rules and Regulations Change

The Special Education Unit is proposing several changes to the current Rules and Regulations. Impetus has come from many sources: recent changes in state legislation, comments and requirements from the federal on-site review of Montana's program last spring, suggestions from special educators and concerned citizens, and efforts to clarify state and federal guidelines.

Seven rule changes have been proposed:

1. Amending the list of handicapping conditions to include separate categories for Deaf-Blind and Multiple Handicapped.

This addition is necessary to bring Montana's regulations in line with P.L. 94-142, which does include Deaf-Blind and Multiple Handicapped as separate handicaps for the annual Child Count. The proposed definition of these conditions is taken directly from guidelines in the **Federal Register**, August 1977.

2. Revising the allowable costs section of the rules to comply with legislative changes.

As a result of House Bills 453 and 166, various indirect costs are being removed from the allowable costs for which the state provides funds for local school districts. Basically, the costs which no longer will be met through state special education funds are those indirect costs which have been allowed to support the general fund budget in the areas of maintenance and plant operation; costs shared with regular education; allowance for a portion of the general administrative costs; and teacher retirement, social security and unemployment compensation. A complete, line-item explanation and new budgeting procedures will be made available to all school districts later this fall.

3. Clarification of allowable Special Education Supervisor positions to permit the employment of half-time and 3/4-time Full-Time Equivalents (FTE's).

This rule change intends to allow districts more flexibility in providing appropriate supervisory staff to oversee the operation of their special education programs. In the case of smaller districts, this will allow a part-time Special Education Supervisor to be hired when the district does not employ sufficient special education staff to justify a full-time position. For larger districts the allowance of part-time supervisory staff will permit the district to balance supervisory and instruction-support staff more efficiently.

4. Creation of a new level of Speech Pathologist, to be called Speech Technician.

This rule change responds to the continuing statewide shortage of licensed Speech Pathologists. In effect, the rule will create an additional level of professional speech-service providers who might be employed when a licensed Speech Pathologist is not available. Speech Technicians may be approved if they have a bachelor's degree in speech pathology and 175 supervised clock hours in speech pathology. Speech Technicians are to be supervised by licensed Speech Pathologists.

5. Clarification of the required and optional composition of a Child Study Team.

This rule change helps clarify the distinction between persons required to attend Child Study Team meetings and those who may attend at the invitation of the school district and/or the parents. The current rules appear to prohibit parents from bringing—for assistance—persons of their choice to the Child Study Team if their child is of elementary age. The proposed rule will remove that distinction and attempt to establish more clearly the line of authority within the Child Study Team process.

6. Clarification of the procedures and funding sources for the transportation of handicapped students.

The regulations proposed will help supplement the Montana Pupil Transportation laws and regulations to comply with federal special education laws and regulations, and to provide a schedule of funding to meet the unique needs of special education children. The proposed rules specify the condition under which these students are eligible for transportation, outline the procedures for applying for transportation reimbursement, and delineate the specific funding sources for allowable reimbursement.

7. Policies and procedures for the appointment of surrogate parents.

The surrogate parent regulation clarifies the method of appointing a surrogate parent. The existing regulation states that "the state or local agency may select a surrogate parent in any way permitted under state law." The proposed amendment will make it clear that the appointment is made by the youth court on the basis of a petition for a surrogate parent submitted to the county attorney by the local school district.

Public hearings for these rule changes, with the exceptions of allowable costs and surrogate parents, have been scheduled for October 22, 1979 at 10 a.m. in the Senate Chambers of the State Capitol, Helena.

Since the rule concerning the clarifiction of allowable special education costs results from direct legislative mandate, no public hearing is deemed necessary. A public hearing for the surrogate parent regulation will be announced at a later date, following the receipt of comments from other involved state agencies.

You are encouraged to attend the public hearings and to submit written comments to Shirley Miller, Director of Special Education, by no later than October 29, 1979. The text of the proposed rules will be published in the Montana Administrative Register on September 27; or copies may be obtained by contacting the Special Education Unit, Office of Public Instruction, State Capitol, Helena 59601; toll-free 1-800-332-3402. ★

—Dal Curry
Special Education Consultant

Help a child grow.

Spotlight on Energy

Great Falls trims energy costs

"It began with the Oil Embargo of 1973," Cal Ryder, environment, energy and science coordinator for the Great Falls School District said. "We became involved with energy conservation."

The building and grounds personnel started to look at ways to save money through better heating and ventilating systems. Thermostats were set at a lower temperature. "But, we soon drifted back to old habits," Ryder said, "as did the rest of the country."

One action implemented in 1973 was maintained by the district. According to Ryder, automatic flushing units were installed to decrease water consumption. Saving water is one way to save energy. "Every faucet is an energy outlet," he said. "The process of getting water to the building consumes energy—pumping it in and then waste treatment."

Energy Conservation: "It began with the Oil Embargo of 1973. . . . But, we soon drifted back to old habits, as did the rest of the country."

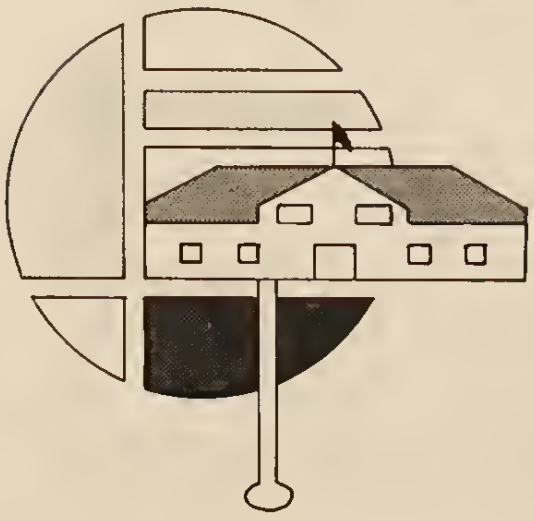
In the spring of 1977 the Great Falls District personnel decided to establish a more definite energy program. The program has paid off for Great Falls. As an example, in January 1979 the 32 schools and the administrative building for the district saved $17,355.11 in energy costs.

That cost savings was what the district saved in energy consumption over use in the baseline years of 1974-75 and 1975-76 and with current energy costs.

"It is most important to sell the idea of energy conservation to the staff," Ryder said. Staff may feel that saving $20 in their classrooms isn't worth the effort or discomfort. But that may save $500 in the school; and over the entire school district, a great deal is saved. More than $17,000 was saved during one of the coldest months of the year, Ryder said, and last winter was one of the coldest in Montana.

Developing and implementing the Great Falls energy program

A team approach was developed to implement energy programs. According to Ryder, such teams should include either the assistant superintendent or the superintendent, along with administrators, teachers and students. "If you don't have the authority, you're not going to get very far," Ryder said. Further, if you don't have the commitment of the staff, you won't succeed either.



"We implemented whatever we could," he said. "We had to consider that every building is unique."

The district committee must consider the architectural design, the heating and the ventilation system. They must allow for building and program variations and needs. The committee then, according to Ryder, must implement guidelines, monitor energy consumption monthly and compute consumption and cost per school. Cooperation among administrators, teachers, building personnel, students and utility companies is essential. The utilities give accurate readings instead of monthly estimates so that they know exactly where they stand each month.

Also, the committee must "continually provide information on what's happening with the program and how much is being saved or wasted." Feedback is essential to keep everyone actively involved, he said.

After the initial energy audits, the committee concluded that the Great Falls schools were excessively heated and lighted.

Thermostats were lowered during the day to 68° in classrooms and 60°-65° in halls and little-used areas. In the evenings and over weekends, they were set at 55° in classrooms and 50° in little-used areas. "After the last recess, when the outside doors aren't going to be used a lot by students," Ryder said, "we lower the thermostats. Their body heat will keep the room warm until they leave."

Ryder said that temperatures are not raised during the evening. If there is a board meeting, board members have to wear warmer clothing. In the case of a sporting event, the problem is usually one of getting rid of heat, so the cooler temperatures work well.

"We feel we must make people comfortable, but we often make them uncomfortable by having auditoriums too warm."

"We feel we must make people comfortable, but we often make them uncomfortable by having auditoriums too warm," he said. Start with a warm auditorium, add warm people and active people generating more heat, and soon the doors and windows must be opened to cool things down. That is neither considerate nor energy-conscious, Ryder said.

Efficient operation and maintenance of the heating and ventilation system can save the school lots of energy.

School engineers must be trained and "fine-tuned" to understand the heating units in their schools and how they can make those units as efficient as possible. In addition, state regulations must always be followed. Ryder said, however, that heating and ventilating units are designed not only to meet those requirements but to exceed them. The same is true for lighting. It is easy to overheat and over light a school.

Windows are replaced with insulation board in Great Falls' Paris Gibson Junior High as part of the energy conservation program.

To cut back heating costs, the Great Falls district removed large windows and installed smaller ones and insulated walls in many buildings. They put tabulators in boilers to use a greater amount of available heat. And, Ryder said, they locked thermostats to help all personnel avoid the temptation to set the heat just a little higher. Seven schools were insulated with six to fourteen inches of insulation. This was done either throughout the school or only in some areas with high heat loss.

"Generally going in and insulating is not cost-effective," Ryder said. "However, if you're reroofing, or replacing large windows with smaller ones, it can be done easily."

Windows located under roofs of gyms were boarded. "Heat rises, and it can escape through these areas where there is little insulation," Ryder said. "These windows serve no purpose other than design. . . . No light enters them."

The district also changed incandescent lights to fluorescents wherever it was economically feasible.

"Changing light fixtures can be very expensive since wiring must be changed," Ryder said. "Most schools don't have electricians, but even though costs are high, the payback can come in two years."

"It's the age-old philosophy that when it becomes feasible, we will take action." In 1973 it wasn't as economically vital to conserve energy as it is now.

Fluorescent lights are more energy efficient. "Whereas 4500 watts of incandescent lights meet borderline requirements of state lighting regulations, " Ryder said, "1200 watts of fluorescent lights exceed state standards."

The changes have significantly increased savings to the Great Falls District. The committee reports show that in the 1977-78 school year, 19 percent was saved; and in the 1978-79 school year that savings was 22 percent.

"We must keep saving," Ryder said, "to meet inflationary costs. We must always consider what it would have cost if we hadn't saved."

School districts depend on mill levies, and taxpayers can't be expected to pay for waste, Ryder said. "It's the age-old philosophy that when it becomes feasible, we will take action." In 1973 it wasn't as economically vital to conserve energy as it is now.

Conserving energy, he said, is a matter of making the commitment and changing our way of thinking.

"It is hard to take windows away from teachers . . . , to ask them to turn down thermostats . . . , to close drapes and shut off lights . . . and to add materials on energy conservation to an already crowded curriculum." But sometime they all must give in, he said.

"We have curriculum materials, developed by Energy and Man's Environment, for all grade levels. They are designed to fit into many subject areas," he said. "We have given the teachers training in using these materials and emphasized their importance. But they must decide what to use and how often."

A good energy program must be voluntary. It can't be forced on anyone to be efficient. However, Ryder said that this school year the district would be even stricter in their energy policy in an attempt to continue cutting energy costs. ★

Awareness workshops for career education projects approved by the National Diffusion Network will be conducted on October 29 in Billings and on October 30 in Helena. If you are interested in career ed. grants or in adopting NDN projects, call Pat Feeley, Career Education Consultant, 449-3693, or toll-free 1-800-332-3402.

Energy issue boils in Hot Springs

Spotlight on Energy

The thermal waters under Hot Springs, Montana, may soon be harnessed to heat the schools there. Currently, thermal waters are used in commercial bath houses for both therapeutic and recreational use in the area. Hot spring waters could soon be pumped through the schools, saving the community and school on energy cost and doing it without pollution or environmental damage.

"We're in the preliminary stages now," Superintendent Grover McLaughlin said. "We can't use bonding money to drill wells to see how hot the water under us is. We must come up with a grant to test and drill a well."

Presently known wells in the area range in temperature from 40° to 125°. McLaughlin said they need at least a 120° well.

"It is a gamble," according to board member Donaldeen Mountjoy. "We know the water is under us, but we don't know how hot it will be or how long the temperature of the water will maintain itself.

"We are applying for a grant from the Department of Natural Resources so we can drill a test well to see how feasible it is. There is a great deal of risk," she said, "but if it works, it will be well worth that chance."

Thermal heating could cut the schools' energy bills by 60 percent. "In five years we could save taxpayers $10,000. . . . We currently use 20,000 gallons of oil each year just to heat each school," McLaughlin added.

McLaughlin said that when he first came to the school, oil was about 19 cents a gallon. However, "the cost of transporting oil is high in this area because we're so isolated," Oil now costs them about 50 cents a gallon.

Hot Springs schools have been doing other things to save energy since 1976. Leaky pipes were replaced, an automatic boiler-control system and flourescent lights installed, insulation put in and traps installed in all heating units—to mention a few items.

During the 1976-77 school year the elementary and high school consumed 43,100 gallons of oil. In 1977-78 that consumption dropped to 42,800, and last year—with one of the area's coldest winters—they consumed 40,800 gallons.

Energy savings at Hot Springs should continue even without thermal heating. A new high school is being built, and plans are for fall 1980 completion. The new school is designed for maximum energy efficiency.

There will be one window per classroom. McLaughlin said this would save destruction, maintenance and construction costs in addition to saving energy. "The elementary school has lots of windows," he said. "In the fall and spring it's like an oven in the rooms, and during the winter the windows let heat escape."

"The teachers wanted to have at least one window, or they would be climbing the walls by spring. It should also help them maintain the attention of the students."

The new school has two alternatives—electric forced air or thermal heating if that comes through. They will know later this fall if they have a chance to try thermal heating.

"Thermal heating our schools may come to nothing," McLaughlin said, "but we have at least tried. We would be at fault if we had not tried to cut costs." ★

WHO'S NEWS

Jeff Foster, son of Lois and Rolph Foster of Joplin, has won first place in the National Young American Creative Patriotic Art Competition, sponsored by the National VFW Auxiliary. A junior at Joplin High School, Foster was awarded a $1000 art scholarship. The competition is endorsed by the Association of Secondary School Principals.

Foster's brilliant, eye-catching "Patriotic Building" was cited for originality in portraying patriotism and for skill in execution and technique. It was chosen from among 3,270 entries submitted throughout the country.

As first-place winner, he will also receive an expense-paid trip to the 1980 American Academy of Achievement's Salute to Excellence Weekend, where he will meet outstanding youth and adult leaders from many fields.

The winning art was exhibited at the National VFW Auxiliary Convention in New Orleans, and will be used as the front cover of a future issue of the Auxiliary's national magazine.

"You could say that I have a very imaginative type of mind that likes to daydream a lot . . . ," Foster says.

Energy References and Resources

Materials and Curriculum Assistance:
Ed Eschler
Consultant, Environmental Education & Social Studies
Office of Public Instruction
Helena, MT 59601
Toll-feee 1-800-332-3402

Materials and Assistance on Energy Audits and Grants available. Contact:
Fred Easy
Dept. of Natural Resources and Conservation
32 S. Ewing
Helena, MT 59601
Phone 449-3940

★

Materials available from **Energy and Man's Environment**. Technical assistance, conferences, seminars, workshops and speakers are also available. Contact Cal Ryder, EME, Montana State Committee Coordinator, 112 Riverview 3 E., Great Falls, MT 59404, phone 791-2328.

Energy Activity Guide
The seven-part **Energy Activity Guide** is a multidisciplinary source of energy and conservation education ideas for the teacher and curriculum planner.

Energy and Conservation Education Activities for the Classroom
This unique resource contains more than 250 teacher-developed and classroom tested lesson plans for all grades and content areas. Four binders present the materials in easily used sets for grades 1-3, 4-6, 7-9, and 10-12.

Energy Education Bibliography
The **Bibliography** is an annotated listing of 130 key energy and conservation education materials from all sectors.

The Energy Films Index: A Teacher's Guide to Current Energy Films
Most educationally important energy films are catalogued and described in the **Index.**

The Energy & Environment Glossary
The 94-page **Glossary** is an extensive presentation of terms which occur frequently in EME instructional and reference materials and in general literature.

Energy Calendar
The annual **EME Energy Calendar** is designed for the classroom. It contains projects, activities, quotations and information intended to interest students and encourage investigation of energy and conservation topics.

Energy Conservation Plans for School Districts, developed by the Colorado Dept. of Education. Includes among others "District Level Plans for Conservation," "School Plant Energy Task Force Plan for Conservation" and "How to Conserve Energy in School Transportation Systems."

★

The following Department of Energy energy education materials are available free of charge from:
U.S. Department of Energy
Technical Information Center
P.O. Box 62
Oak Ridge, TN 37830

Energy Curriculum Materials

Primary Grades
The Energy We Use (Grade 1). 1977. 41 pages.
Community Workers and the Energy They Use (Grade 2). 1977. 80 pages.
Energy and Transportation (Grade 3). 1978. 89 pages.

Upper Elementary
Bringing Energy to the People: Washington, D.C. and Ghana (Grade 6, 7). 1978. 80 pages.
Networks: How Energy Links People, Goods, and Services (Grades 4, 5). 1978. 100 pages.

Science Activities in Energy (Grades 4-6). 1977. A series of simple, hands-on science experiments that are designed to help students learn about various forms and sources of energy. File-folder units have the following titles:
Chemical Energy—Science Activities in Energy. 26 pages.
Conservation—Science Activities in Energy. 28 pages.
Electrical Energy—Science Activities in Energy. 30 pages.
Solar Energy—Science Activities in Energy. 23 pages.

Junior High School
An Energy History of the United States (Grade 8, 9). 1978. 117 pages.
Energy, Engines and the Industrial Revolution (Grades 8, 9). 1977. 82 pages.
Mathematics in Energy (Grades 8, 9). 1978. 72 pages.

Senior High School
Agriculture, Energy, and Society (Grades 10-12). 1977. 36 pages.
Transportation and the City (Grades 8, 9). 1977. 46 pages.
Energy Conservation in the Home: An Energy Education/Conservation Curriculum Guide for Home Economics Teachers. 1977. 335 pages.
Energy in the Global Marketplace (Grades 9, 10, 11). 1978. 64 pages.
How a Bill Becomes a Law to Conserve Energy (Grades 9, 11, 12). 1977. 118 pages.
U.S. Energy Policy—Which Direction? (Grades 11, 12). 1978. 92 pages.

Energy Films Catalog. Describes more than 190 motion pictures that are available for free loan.

Teacher Resources
Fact Sheets on Alternative Energy Resources (1977).

★

Mickey Mouse and Goofy Explore Energy Conservation and **Mickey Mouse and Goofy Explore Energy** comic books are available in limited quantities without charge:
Public Affairs Dept., Exxon, U.S.A., P.O. Box 2180, Houston, TX 77001.

Child abuse . . .

. . . . continued from page 1

senators to make the necessary changes in the law.

One of the specific purposes of the law—according to model legislation written by the Education Commission of the States (ECS)—is "to encourage a therapeutic and treatment-oriented approach to child abuse and neglect, rather than a punitive approach." HEW's National Center for Child Abuse and Neglect recognizes that abusive parents have a complex "potential to abuse" that is acquired over the years, and that other factors—a crisis or series of crises—set the abusive act into motion.

Montana's law states:

> it is intended that the mandatory reporting of such cases by professional people and other community members to the appropriate authority will cause the protective services of the state to seek to prevent further abuses, protect and enhance the welfare of these children and preserve family life wherever appropriate.

The old law read "to . . . preserve family life wherever possible." While the preservation of family life may be desirable, the child's protection takes first priority.

To whom do I report?

SB 301 stipulates that the report be made "to the department of social and rehabilitation services or its local affiliate, which then shall notify the county attorney of the county where the child resides." You may call SRS in Helena, a district SRS office or the local welfare agency.

SB 301 also states that "the county welfare department shall respond to emergency reports . . . 24 hours a day, 7 days a week." If, as Annin illustrated, the local welfare office is closed at night and a child is in danger, the local police should be called, and they will notify a social worker.

Reports must contain:

> (a) the names and the addresses of the child and his or her parents or other persons responsible for his or her care;
>
> (b) to the extent known, the child's age, the nature and extent of the child's injuries, including any evidence of previous injuries;
>
> (c) any other information that the maker of the report believes might be helpful in establishing the cause of the injuries or showing the willful neglect and the indentity of person or persons responsible therefor; and
>
> (d) the facts which led the person reporting to believe that the child has suffered injury or injuries of willful neglect . . . .

"What I envision is that we develop a form—containing the contact number, asking for the information needed, providing a list of symptoms," Annin said. "The county workers will ask for information when you call on the telephone. They know what they need. The amount of informaion does not have to be huge to have an investigation undertaken." At this time SRS plans to offer assistance to local school districts in meeting the law's requirements and in developing local policy.

John Ilgenfritz, director of a federally-funded child protection project in the Helena area, said "it's good to know what happens when a report is made and **whom** to contact. . . . It lowers tension to know how it works, to know there is **somebody** to relate to."

All people who make reports will be notified of any action taken. Moreover, SRS will soon develop a suggested form for making reports. The Office of Public Instruction will adopt the form or an adaptation of it and distribute it to local school districts. Meanwhile, simply call the local welfare agency or SRS. The report—and not the form—is what's important.

And if I don't report?

A person who doesn't report is civilly liable for any harm done to the child. Montana's old law imposed a $500 fine, imprisonment or both for failing to report, but as Annin pointed out, "the county attorneys aren't going to prosecute 'upstanding' people." Professionals do understand civil liability, however, and the new law creates a duty to report. Failure to report constitutes a tort of negligence for which a person is civilly liable for damages.

The welfare office will make investigations and the court will prosecute. Reporting, however, is **everyone's** responsibility.

What are my rights and protections under this law?

> Anyone investigating or reporting any incident of child abuse or neglect, participating in resulting judicial proceedings, or furnishing hospital or medical records as required by [the law] is immune from any liability, civil or criminal, that might otherwise be incurred or imposed, unless the person acted in bad faith or with malicious purpose. [Section 9, Senate Bill 301.]

"Every year, approximately 2,000 children in the United States die as a result of physical maltreatment at the hands of their parents, guardians or caretakers. Many more suffer from less severe froms of physical abuse, neglect and sexual abuse."—Education Commission of the States, Spring 1979

Until now, teachers have been reluctant to report, perhaps afraid that parents might find out or even sue them. Teachers may not want to damage the parent-teacher relationship. They may not want to further jeopardize the child by breaking up the family, according to Judy Wing, an SRS program manager who has administered programs for abused children and their families. School personnel should know, however, that the identity of people making reports remains **confidential**. Further, it would be rare for school personnel to have to testify in court. Nonetheless, the issue is the prevention of harm to children.

"The idea is children and their rights," said Wing. "Adults have to accept the responsibility for children: adults have the knowledge."

Why school personnel?

"Because the school system is the most comprehensive social resource for the total growth of a child, educators are a major factor in assisting abused and neglected children and their families," according to C.D. Jones and Phil Fox in an article for ECS. Yet, in terms of reporting child abuse, SRS personnel claim that Montana's schools have not done their share.

The new law is partly intended to change that. "Take it serious and report," Wing said, "because of your contact hours with kids." Wing believes that **reporting as mandatory** will put school personnel in an easier position to report. "It takes the monkey right off your backs," Wing said, "in that you **have** to report."

"It is the policy of this state to provide for the protection of children whose health and welfare are or may be adversely affected and further threatened by the conduct of those responsible for their care and protection."—Senate Bill 301, 46th Montana Legislature

Some other provisions of Senate Bill 301 are:

- **Interagency cooperation.** "The [Governor's child abuse] task force recognizes that child abuse and neglect is a multifaceted problem and that no one agency or discipline, by itself, has the resources or perspective to resolve or contain the problem . . . ." [In the preface to SB 301.]
- **Child Protection Teams**, which are local and multidisciplinary, convened by the county attorney or welfare department "to provide the child and . . . parents with the full range of social, medical, legal and psychological services needed to determine whether the child has been abused and then to develop the proper diagnosis, prognosis and plan for treatment." [ECS.] Child Protection Teams in Montana will also provide a public forum on child abuse in their communities, aimed at increasing the confidence of citizens in making reports.
- **Guardian ad litem**, a guardian appointed by the court for the child, to serve throughout legal proceedings against the parent. The guardian **ad litem** is also an advocate for the child's long-range interests, and ideally should be a lawyer.
- **Central registries.** The Montana Department of Social and Rehabilitation Services will keep records of all investigations. Information in the central registry is restricted to specific classes of persons—including doctors, guardians **ad litem** and the court. One advantage of the registry may be to foil an abusing parent's "doctor shopping," by making medical information on abuse cases available to all doctors upon their suspicions of abuse when treating children.
- **Confidentiality**, of ALL RECORDS concerning reports of child abuse and neglect.

For more information and assistance:

- Call the National Center for the Prevention and Treatment of Child Abuse and Neglect, toll-free 1-800-525-0246. Ask about the booklet **The Educator's Role in the Prevention and Treatment of Child Abuse and Neglect.**
- Write or call the Education Commission of the States, Suite 300, 1860 Lincoln St., Denver, CO 80295, (303) 861-4917.
- Call toll-free 1-800-325-4177, the Mosby Company, to order **Helping Maltreated Children—School and Community Involvement**, $7.95 (10 percent discount for 20 or more copies).
- Call the Office of Public Instruction, toll-free 1-800-332-3402.
- Call the Social Services Bureau of SRS in Helena, (406) 449-3865.
- Call the toll-free Kiwanis Shodair Child Abuse Hotline, 1-800-332-6100, to report child abuse after hours or to receive help if you are an abusing parent. You will speak to a registered nurse who is trained to deal with all aspects of child abuse and neglect. ★

Energy Information is available from:
National Center for Appropriate Technology
P.O. Box 3838
Butte, MT 59701
(406) 723-6533

Spotlight on Energy

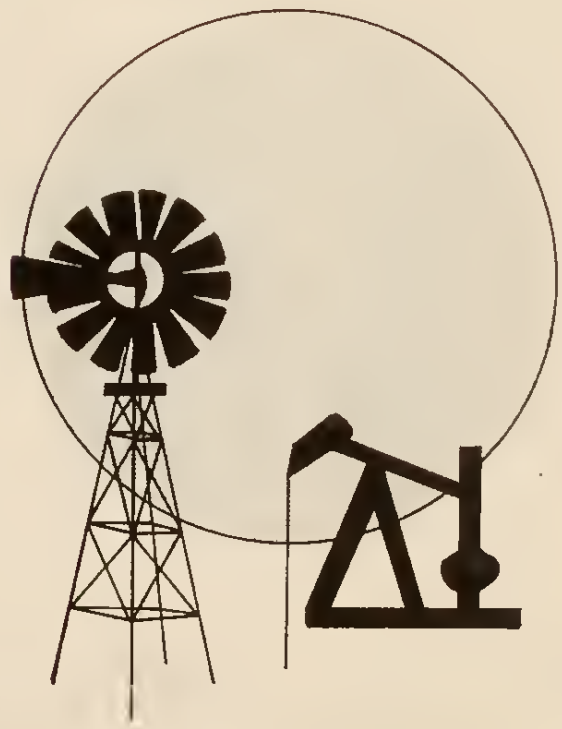
SCHOOL DISTRICTS SURVEYED on ENERGY

This energy survey was conducted during the summer of 1979 by the Office of Public Instruction.

The overall response rate was fifty-seven percent. The response rate for some survey questions is less than fifty-seven percent. An attempt was made to estimate the total annual usage for each survey item. The estimation method used depends on the representativeness of the reporting schools. In items where factors were operating to cause the body of reporting schools to be biased toward larger schools or smaller schools, geographic location or some other important variable the usage may be over or underestimated. If the responding body of schools is a representative sample and has reported accurately, then the estimates are conservatively within plus or minus 10 percent of actual usage.

This energy survey was undertaken as a first step in insuring that the schools of Montana would have sufficient fuel to operate during a fuel crisis. If the needs of the school districts are known, there is a greater probability that fuel and other energy resources will be allocated for the school operation on a long term and continuing basis. It is the intention of the office to ask that these school and energy needs be met by those allocating such resources.

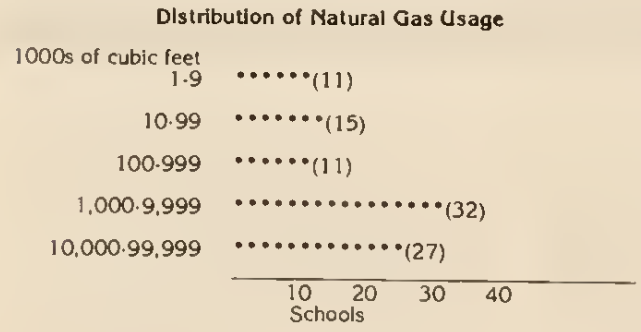
Following is a brief summary of the results of each survey item.



A. **Natural Gas Usage**
98 schools (30 percent of those responding) use natural gas.

Responding schools	888,714
Nonresponding schools (.30 x 241 x 4094)	295,996 (est.)
State total usage in thousands of cubic feet	1,184,710

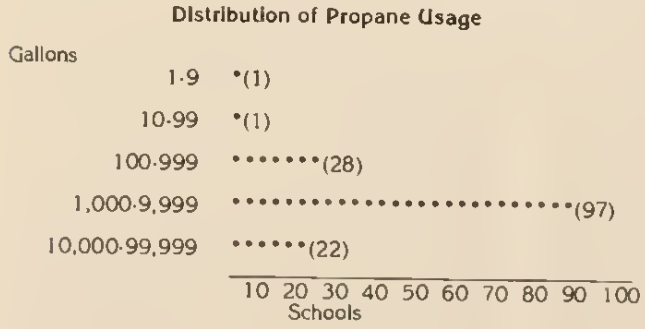
Distribution of Natural Gas Usage



B. **Propane Usage**
149 schools (46 percent of those responding) use propane.

Responding schools	845,014
Nonresponding Schools (.46 x 241 x 5129)	568,600 (est.)
State Total	1,413,614

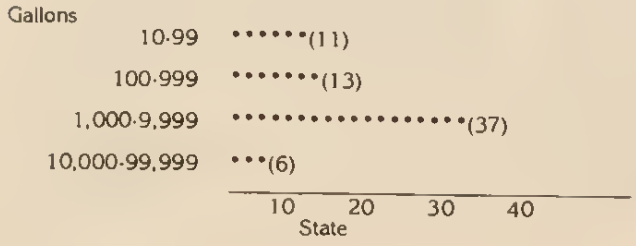
Distribution of Propane Usage



C-1 **Number One Fuel Oil Usage**
57 schools (18 percent of those responding) use No. 1 fuel oil.

Responding schools	245,265
Nonresponding schools (.18 x 241 x 4527)	196,381 (est.)
State Total	452,646

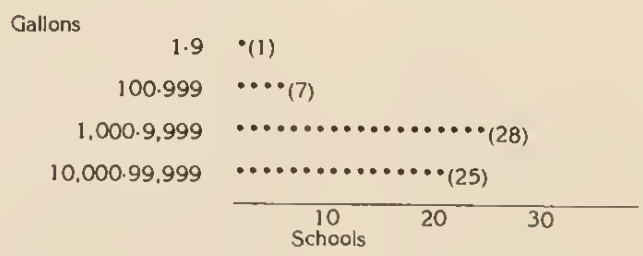
Distribution of No. 1 Fuel Oil Usage



C-2 **Number Two Fuel Oil Usage**
61 schools (19 percent of those responding) use No. 2 fuel oil.

Responding schools	809,643
Nonresponding schools (.19 x 241 x 8232)	376,943 (est).
State Total	1,186,586

Distribution of No. 2 Fuel Oil Usage



C-3 & 4 **Number Three and Number Four Fuel Oil Usage**
Total reported usage for No. 3 fuel oil was **less** than 10 gallons.
Only three schools reported using No. 4 fuel oil.

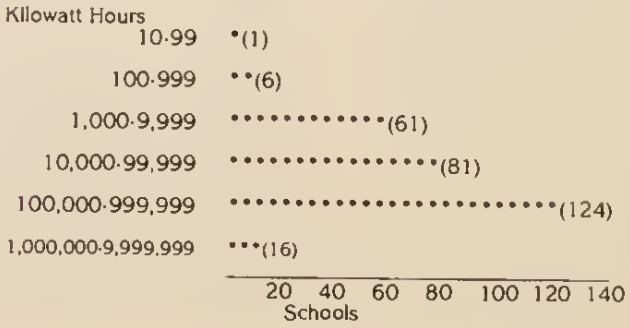
Responding schools	129,864
Nonresponding schools (.009 x 241 x 43,288)	97,196 (est.)
State Total	227,060

D. **Electricity Usage**
290 schools (90 percent of those responding) reported a use of electricity.

Responding schools	76,662,950
Nonresponding schools (273* x 94,444)	25,783,212 (est.)
State Total	102,446,162

*It was assumed that **all** schools have electricity.

Distribution of Electricity Usage



E. **Other Fuels**
Usage of various other fuels was reported.

Coal	22 Schools	3,171 Tons of Coal
No. 5 Fuel Oil	8 Schools	244,749 Gallons
No. 6 Fuel Oil	1 School	29,000 Gallons
Wood	2 Schools	14 Cords
Presto Logs	1 School	36 Tons

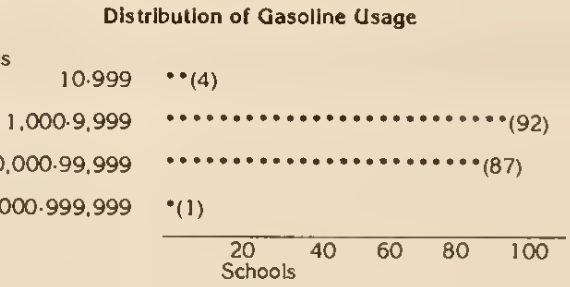
2.1 **Gasoline Usage for School Buses**
184 schools (78 percent of those districts operating buses) reported using gasoline for their school buses.

Responding schools	2,217,568
*Nonresponding schools (52 x 12,052)	626,704 (est.)
State Total	2,844,272**

*A deviation in the estimation procedure was made for gasoline usage because most large districts use contracted bus services and did not report that gasoline usage. The total number of districts operating buses was based on actual count from the 1978-79 school year. Also, because the larger districts did not provide figures, the mean was used instead of the median. Gasoline usage may still be underestimated.

**This figure is only for buses on bus routes taking children to and from school and excludes activity busing.

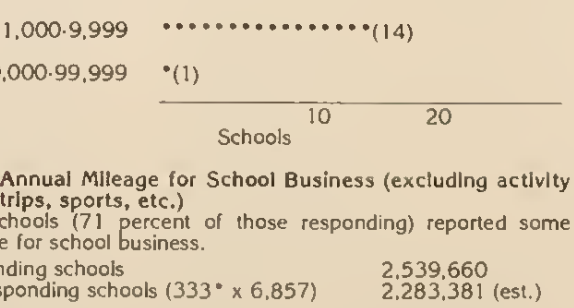
Distribution of Gasoline Usage



2.2 **Diesel Usage for School Buses**
19 schools (6 percent of those responding) reported using diesel for their school buses.

Responding schools	61,771
Nonresponding schools	65,591 (est.)
State Total	127,361

Distribution of Diesel Usage

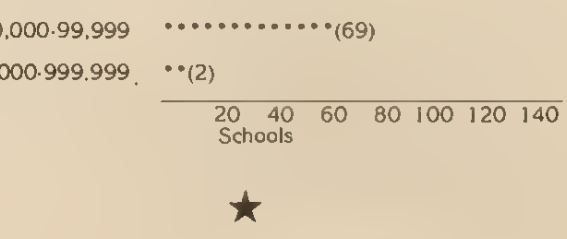


3.0 **Annual Mileage for School Business (excluding activity trips, sports, etc.)**
230 schools (71 percent of those responding) reported some mileage for school business.

Responding schools	2,539,660
Nonresponding schools (333* x 6,857)	2,283,381 (est.)
State Total	4,823,041

*It was assumed that **all** schools have some travel.

Distribution of School Business Mileage



★

NEWSLETTERS

SOCIAL SCIENCES

Once again the Office of Public Instruction launched the school year by conducting fall regional workshops. These workshops, held at Wolf Point, Glendive, Columbus, Ronan and Hamilton, included sessions on "Montana Politics," "Content Area Writing" and "Montana History."

The "Montana Politics" session was devoted to themes, methods and materials that can aid the formulation of a politics unit or can be incorporated into a civics, U.S. Government or Montana history course. The thematic approach to teaching Montana politics provides a study sequence of important themes and characteristics of Montana politics from territorial times to the present. Such themes or subjects include how the natural resources of the state influence the economy and, consequently, the politics of Big Sky Country. Natural resources have played a major role in politics from the "War of the Copper Kings" to the current maneuvers of proponents and opponents to development of the Fort Union coal deposits in Eastern Montana.

Some methods to be used in a politics course or unit involve learning the nomenclature and working procedures of state, local and county government. Studying these levels of government provides a better understanding of the intergovernmental relationships which allow different jurisdictions to carry out constitutional and statutory responsibilities. These studies can illuminate who has the power, from where this power is derived and how the power is used in governmental and political processes.

This approach sheds light on the real nature of federalism. The relationships that state, municipal and county governments have with the federal government do not fit the pattern detailed in many traditional textbooks. Such books outline merely the constitutional provisions for the division of power between the states and the central government.

Any examination of state, municipal and county government can be assisted by reading a recent publication titled, **A State Mandates Local Government Review: The Montana Experience**. This booklet was written by Lauren S. McKinsey, Political Science Department, Montana State University, and James J. Lopach, Political Science Department, University of Montana. The publication summarizes the local government review process from its provision by the 1972 Montana Constitution to the recent election. During that election, citizens voted whether or not to change the forms of municipal and county government. In addition, the booklet provides an excellent overview of municipal and county governments in Montana. An overview of alternate forms of city and county government is also provided. This publication can be a very useful resource for teachers who want to deal with Montana politics in their classes.

As such study is undertaken, a need to devote attention to the influence lobbyists and special interest groups have in political and governmental decisions is inevitable. Specific laws in the Montana Codes can be traced to the efforts of lobbyists or interest groups. A variety of valuable materials can be obtained for this study including: **Montana Public Affairs Report**, published by the Bureau of Government Research, University of Montana, Missoula 59812; **The Plains Truth**, published by the Northern Plains Resource Council, 419 Stapleton Bldg., Billings 59101; **Montana Counties On the Move**, published by the Montana Association of Counties, 1802 11th Ave., Helena 59601; and **Directory of Montana Municipal Officials**, published by the Montana League of Cities and Towns, Box 1704, Helena 59601. These samples represent a myriad of booklets, pamphlets, brochures and newsletters that can be of considerable help to students and teachers involved in the study of Montana politics.

The study of Montana politics (or politics at any level) eventually demands examining the complexities of decision making. Decision making involves many people other than elected officers. A good simulation game is now available on how decisions are made by persons with varied backgrounds, interests and values. "Mining on the Reservation" centers around members of the Crow Tribe and other people interested in the question of whether or not to allow strip mining of coal on the reservation. The role assignments do not represent real people, but the simulation does concern real decisions involving the resources on the Crow Reservation. Persons interested in "Mining on the Reservation" can contact the Social Studies Unit, Office of Public Instruction.

The study of Montana politics can help maintain interest in Montana history, government and civics as well as U.S. Government. The themes, methods and materials mentioned only scratch the surface of what can be done and what is available. As K. Ross Toole has maintained, Montana is an "Uncommon Land." As such, the state's politics and politicians are unique. Student awareness and appreciation of Montana politics will provide a deeper insight into the spirit of the state.

Anyone wishing assistance or a workshop on Montana politics may call toll-free, 1-800-332-3402.

—Edward Eschler
Social Studies Consultant

ARTS IN EDUCATION

A K-12 Art Exhibition—"YouthinArt"—will open to the general public for one month beginning on Oct. 13 in the Poindexter Gallery, Montana Historical Society, Helena. The juried, month-long exhibit is planned to highlight Montana youth's strength of imagination and creative energy during this International Year of the Child. The exhibition is planned to tour the state from January to June 1980 and perhaps longer. Colored slides will be taken of all artwork entered, to be made available for inspiration and instructional purposes to any school or community group requesting them after Jan. 1, 1980.

The First Bank System of Montana is basically funding the exhibition. Support and cooperation are being given by the Montana Historical Society, the Office of Public Instruction, the Montana Art Gallery Directors Association, the member banks of the First Bank System, statewide local schools and many other groups and individuals. For more information contact Kay Burkhardt, Arts in Education, Office of Public Instruction.

More **Arts in Education Workshops** are planned. Graduate and undergraduate credit will be offered through Western Montana College, Dillon. Here is the schedule: For teachers in rural and small schools (under 100 total enrollment)-Friday and Saturday, Oct. 26-27, Lewistown. For K-6 teachers in B, A, AA schools or specialists in music, visual arts, drama/theater, movement/dance-Friday, Saturday, Sunday, Mar. 28-30, 1980, Helena. For more information write Kay Burkhardt, Arts in Education, Office of Public Instruction.

The International Year of the Child has been selected by many teachers as an appealing theme around which to teach, to plan concerts and shows for the school year. For information and teaching aids write to: Information Center on Children's Culture, U.S. Committee for UNICEF, 331 E. 38th St., New York, NY 10016. Publications, catalogs, slides, filmstrips, teacher materials, display materials, class presentations, games, calendars, paper dolls, puzzles, books, music, arts & crafts, flags, maps, pen pal exchanges, picture sets, songs and dances are available.

Another source is Capital Children's Museum, 800 3rd St. N.E., Washington, D.C. 20002. Listings of children's exhibits and photographs, catalogs, handcrafts, folk paintings, art prints, poetry and dolls are available.

Your libraries, once alerted to your requests, could assist in locating books about children in other countries. Here is a partial list of films available from the Office of Public Instruction film library.

8925 The Legend of the Boy and the Eagle (Native Am.) for 4-8
8931 Turklye (Turkey) for 8-12 & A
8945 Native American Myths for 4-9
8966 Pamela Wong's Birthday for Grandma for 4-8

The Most Important Person Series—all color, 4 min. each, for K-3
8989 Share It With Someone
8992 What Is A Friend
8993 Thinking of Others
9002 Every Family is Special

Films on Children
7846 Angotee for 4-9 Eskimo
7845 Land of the Long Day: Summer & Autumn for 4-9 Eskimo
6953 Niko—Boy of Greece for 3-9
4933 Children of Hawaii for 1-4
4214 Boy of India, A; Rama and His Elephant for 1-4
8225 Exploring Childhood; Young Children on the Kibbutz for 9-12 & A
7946 Israeli Boy: Life on the Kibbutz for 7-12 & A
6965 Mexican Boy: The Story of Pablo for 1-7
7479 Jan: Boy of Netherlands for 4-7
7075 Teiva for 4-9 Polynesia
8377 Family of the River: The River, My Home for 4-9 Thailand
7058 Yugoslav Boy: Story of Frane for 4-9

For more information and film booking contact Bruce MacIntyre, Office of Public Instruction.

The Montana Music Education Association (MMEA)—the professional organization for music educators—plans to hold its annual conference this year at the University of Montana, Missoula, Oct. 18-20. More details can be found in the fall issue of the MMEA **Cadenza**. For more information write Bill Larson, MMEA state president, 808 E. 50th St. S., Great Falls 59401.

Montana Art Education Association Conference Alert. The Montana Art Education Association—the state art teachers' professional organization—is planning its annual conference this year on the campus of Eastern Montana College in Billings, Oct. 18-20. For more information write Connie Landis, Art Department, Eastern Montana College, Billings 59102.

A Creative Expression Classroom Activities Book contains hundreds of thinking, doing and experiencing suggestions. Try it! You'll love it! It's by Bob Stanish, Good Apple Inc., Box 299, Carthage, IL 62321. $7.95

Special thanks go to music educators Judy Suvak (Belgrade), Bob Ortman (Glasgow), Dennis Granlie (Glendive/Great Falls), Bob Bares (Laurel), and Bill Wallace (Missoula) for their music workshop leadership during the Fall Regional Workshops in Wolf Point, Glasgow, Columbus, Ronan and Hamilton. Similar accolades go to Ray Campeau (Bozeman), Frank Divita and Kathy Kouden (Kalispell) and Don Walters (Western Montana College, Dillon) for their leadership in the art workshops.

Toxic and unsafe materials in the classroom. Information is being prepared now. For more information write Kay Burkhardt, Consultant, Arts in Education, Office of Public Instruction or call toll-free 1-800-332-3402.

—Kay Burkhardt
Arts in Education
Consultant

Food Service Employees Training Conferences

Annual training conferences for school cooks were held in the middle of August at Glendive and Kalispell. About three hundred cooks and other food service personnel attended.

The program was highlighted by several professional demonstrations, including an outstanding baking demonstration by Gary Smithers. Smithers presented work simplification techniques, ideas for cost containment and methods for improving baked goods.

Overall, those in attendance proclaimed it to be the best conference yet. Students throughout Montana will surely benefit from the many ideas disseminated at the conference.

School administrators should now notify cooks and managers that next year's training conferences will be held in Havre, Aug. 12-14, and in Bozeman, Aug. 19-21. It is important that they attend.

Ideas for Teaching Nutrition

A packet of ideas and lesson plans for teaching Food and Nutrition to elementary children is available. It includes a Nutrition Education K-6 Guide and lesson plans on weight control, holidays, fads and fallacies and others. Contact the Nutrition Education Coordinator, Division of School Food Services, Office of Public Instruction, State Capitol, Helena 59601.

Donated Foods

As usual, there will be many donated foods available throughout the year. Allocation cards have been distributed for a number of foods. Because of a freight car shortage, however, the food has been slow to arrive in Helena. Also, because of the fuel shortage, many of the freight haulers in the state are insisting on full loads, which may cause some delays in delivery to schools.

School Breakfast Snack Program

Breakfast (snack) programs are gaining acceptance throughout Montana. As more and more people in the community and the school system come to understand the motive for a breakfast program, they become proponents of it.

In order for the program to be successful, faculty, administration, cooks, students and the community must realize its value to the school system.

Many advocate the program because of low income students. This is only one facet. Students from all economic levels fail to eat breakfast. Reasons range from lack of interest to physically not being ready to eat early in the morning. Many students spend up to two hours waiting for and riding the school bus.

One cook at this year's convention reported a 50 percent decline in discipline problems when the breakfast (snack) program was initiated in the school. Another cook, from a large school, pointed out that several students purchased the breakfast at about 10:00 a.m., which carried them through lunch time. Otherwise they would not have eaten a meal until supper. They generally snacked on pop and candy after school.

Libby will be starting its breakfast (snack) program in October. Acceptance there will be reported at a later date.

An Increase in Participation

The number of Montana schools serving meals to students has increased during the past year as has the number of students participating in the program.

Factors generating this increase have been the meal price as compared to what it costs to bring lunch from home, the convenience of the program, the quality of the food served and better merchandising of the meal.

The most important factor, however, is the capability of the cooks. It has long been recognized that good cooks have few problems with participation. School systems with good cooks recognize their value and say so.

Nutrition With Love

National School Lunch Week will be this Oct. 14-20. During this time students and teachers are encouraged to develop projects pointing out why good nutrition is beneficial for students.

This year's theme is **Learn to Eat—Eat to Learn.** Many school lunchrooms throughout Montana will soon be full of posters, banners and other displays depicting good nutrition.

If you are proud of your students' efforts, please send us a picture.

Low-Fat Milk Requirements

With the advent of the new low-fat milk requirement, many people have expressed a concern that students might reject low-fat milk. Most students drink two-percent milk at home, and we feel that they will enjoy drinking the milk at school. If a problem arises, contact the Division of School Food Services, toll-free 1-800-332-3402.

Yogurt Preferred to "Junk Foods"

Yogurt, fresh fruits and peanuts were some of the nutritious foods selected by students as part of a statewide nutrition needs assessment. A total of 7,100 Montana students in grades K, 1, 3, 4, 7, 8 and 11 participated.

Parents and other family members had more influence on students food choices than either the cost of food or TV. The coach, cafeteria staff and teachers had considerably less influence on selections.

Sandwiches were selected as the type of food most desired, while casseroles were preferred least. Each grade group ranked soup, chili and salads as second, third or fourth. Do the menus in your school reflect these preferences?

It was no surprise that junior and senior high school students placed fried foods over baked, boiled or broiled.

Overweight may be a national health concern but in Montana underweight appears to be a pressing nutritional concern. This was true for all grade groups according to the nutrition needs assessment.

The need of more training for food service personnel was assessed. This year's needs assessment will focus on a specific area of nutrition for selected audiences.

—Bris Skiles
Manager
Division of School Food Services

It's always fun to make a fresh, new start. For all eager, hard-working library media specialists, the school year will begin with some specific aims. These include growth in professionalism, library use as an integral part of curriculum and a Montana History Project.

The great need for personal growth in professionalism must never be underestimated. Mark Salser defines the true professional educator as a "manager of learning, an educational clinician who is there to confer with and consult . . .; to guide . . .; to evaluate, encourage, and inspire . . .each individual . . . ." Salser is an administrative assistant with the National Book Company, a division of the Educational Research Associates. To be truly professional, there must be consistent influx from a variety of sources to keep one fresh, growing, able to share something of value.

The Library Media Center is becoming more and more vital to today's education. Because of the "knowledge explosion"—the rapid increase in the mass of facts—it is no longer valid to use a single text in teaching any class.

"School librarians need to take the initiative, . . . and approach teachers to work together in integrating library-use instruction into the curriculum. This can and should be done at all grade levels and with all students, but it is **absolutely essential** for college preparatory students." So wrote Mary Briggs, Public Services Librarian, University of Evansville, IL, in "Forward to Basics in Library Instruction" (**School Library Journal,** May 1979). It is "absolutely essential" for all students preparing for life to have the facility to search out facts from a variety of sources relative to the questions at hand, sort through those facts and then use them to draw valuable conclusions.

In his article "Stop Knocking Our Public Schools" (**Washington Post,** June 3, 1979), William Greider said that looking at national testing in its correct and total context tells us that high school graduates "show a declining ability to grasp complex ideas, to draw abstract inferences from diverse information." Greider said that "when you think about the complexity and change in their futures, that's a scary educational problem."

Dr. Jane A. Hannigan, School of Library Service at Columbia University, strongly supports the idea of library use as a crucial part of curriculum ("The Promise of Media Programs: District and School," **School Media Quarterly,** Fall, 1973). Hannigan said: "The media program is not characterized as supportive . . . . Rather, there is a clear recognition of the central role of media in learning. The media program is envisioned and presented as an integral part of the total fabric of instructional design, entirely necessary to the accomplishment of educational objectives."

For six goals for involving the Library Media Center in the curriculum, read Mary Margrabe's article, "The Library Media Specialist and Total Curriculum Involvement" (**Catholic Library World,** February, 1978). Margrabe served as both an elementary and a secondary school librarian. She maintains that "the successful . . . [library media specialist] must be a teacher, housekeeper-administrator, and technician."

Both Margrabe and Hannigan support the idea that whatever library media specialists do, they must aim for the integration of library into student curriculum needs. Margrabe said that "orderly minds are more to be desired than orderly shelves, and turned-on students are to be cherished more than turned-in books." Hannigan expressed it differently: "The central focus of the media program is the user, and all else takes place solely to provide the best possible opportunity for the user to function at his highest level in order to reach his personal objectives."

A third suggested goal for 1979-80 is to encourage students to collect local history in a variety of ways for their school libraries. The Montana Institute of the Rockies received a planning grant from the National Endowment for the Humanities to establish a multi-ethnic history project in the state. Students can contribute much to the present collection of local historical facts. In the future, through the help of the multi-ethnic history project, schools throughout Montana will be able to enjoy the benefits.

It is highly important to work toward professional growth if we are to be competent library media specialists. In turn, we need to confer with our staff both as a group and as individuals to provide for the integration of library media and curriculum. Remember, the special job for this year is to encourage students to gather local history.

For questions and comments, use the toll-free hotline, 1-800-332-3402. Have a great year of growth!

—Mary Ann Schwehr
Library Media Consultant

Montana Schools is published nine times yearly—in September, October, November, December, January, February, March, April and May—by the Office of Public Instruction.

Georgia R. Rice
Superintendent of Public Instruction

Barbara Weller
Manager
Public Information

John Pepper
Administrative Assistant
Public Information

Gail Hansen
Word Processing Supervisor
Public Information

Montana Schools is distributed in the public schools and to the members of boards, associations, organizations and other individuals interested in Montana education. Copies are available free upon request, and comments are welcome. When reporting a change of address, please include the label with the former address and computer code. Address changes, material submitted for publication, questions and comments should be sent to **Montana Schools,** Office of Public Instruction, State Capitol, Helena, MT 59601

Reel News FROM THE FILM LIBRARY

Shakespeare Airs Again

Again this fall, PBS will broadcast a series of eight Shakespeare plays, beginning Oct. 20 with **Romeo and Juliet**. Other plays to be presented this season include **Julius Cesear** (Nov. 3) and **Hamlet** (May 21). The Office of Public Instruction will again distribute a media kit for use in junior and senior high schools in conjunction with these broadcasts. Because of the limited number of kits, they will be distributed on a first come, first served basis. Contact Claudette Johnson, Language Arts Consultant or Bruce MacIntyre, Library Media Consultant, to reserve your copy. Kits last year consisted of posters, phonograph records, ditto masters and teacher guides, and we expect similar materials this year. The kits are free of charge.

Film Prices Stable on Montana Market

In spite of inflation everywhere else in the world, the price of borrowing films from the library will remain at $5 this year. It is hoped that the price can be held through next year, also. Remember, too, that films can be ordered at any time during the year. We only request two weeks' time to process orders. Initial film orders for the 1979-80 school year have been processed and confirmations mailed to the schools. Please contact the library if you have lost or not received yours. This year we were able to schedule 92 percent of the films ordered by schools, up from 88 percent a year ago. If you don't have the 1978-79 catalog, you're missing out on a lot of new films. Catalogs are available from the library at $6.50 each to cover the cost of printing.

Meanwhile, the following new films have been added to the library since the catalog was printed. They are available for immediate booking.

No. 8941 **Sunchanger** ELANCO 1979 6-12, C,A Color 10 Min. Presented by the Montana Beef Producers Assoc. "to increase the understanding of the keyrole of beef in human nutrition." Explains in simplified terms that cattle can convert cellulose into full protein and examines the amount and types of land used in cattle production.

No. 8935 **Hoober-Bloob Highway, The** BFA 1979 2-6 Color 24 Min. An adaptation of the story by Dr. Seuss; animated film shows what life is like for human beings. Mr. Hoober-Bloob is a dispatcher. From his laboratory in space, he is about to send a baby carriage to earth. But first, he describes to the occupant what life is going to be like down there.

No. 8936 **Teenage Turn-On: Drinking and Drugs** MGH 1979 9-12, C,A Color 37 Min. The problems of alcohol and drug abuse are examined with particular attention to alcohol abuse among 12-18 year olds. A major sequence focuses on a primary treatment center in Minneapolis where young people try to overcome their addiction to alcohol and other drugs. Includes a test for parents and young people designed to help them recognize the symptoms of alcohol abuse.

No. 8937 **Generations of the Land** SCRECS 1979 7-12, C,A Color 27 Min. Narrated by Burgess Meredith, this is visual and verbal poetry describing the American farmer. Starting with the farms in the Colonies which fed the settlers who began this country, it traces the spirit of the farmer as operations shifted from labor-intensive to capital-intensive; from people doing the work to machines. A panoramic overview which also stops to look closely at each major stage in the history of the American farmer.

No. 8938 **Painless Sewing: How to Sew Fast** AUTER 1979 8-12, C,A Color 27 Min. Designed to help students simplify sewing techniques to make the process faster and "painless." Will also help in identifying and understanding sewing equipment needed and its efficient location and organization. Includes information to help consumer in fabric shopping and wardrobe planning.

No. 8942 **United States Supreme Court: Guardian of the Constitution** EBE 1979 5-10 Color 24 Min. Creates an awareness of the unique role of the U.S. Supreme Court within the constitutional framework of checks and balances. Provides insights into the evolution of the Court by examining landmark cases from history and analyzes the role of the Court as a guardian of the rights of the people.

No. 8943 **Inspiration of Mr. Budd, The** EBE 1979 9-12 Color 25 Min. A mystery film in which humor and suspense are blended into a good detective story. Mr. Budd is a timid hairdresser who has only his wits and the tools of his trade to help him identify and trap a killer.

No. 8944 **Amish: A People of Preservation** EBE 1979 7-12 Color 28 Min. Driving horse-drawn carriages, the Amish coexist with our complex society. This documentary film captures the Amish mind, sensitivity and humility and the consequences of living the simple life in the modern world. A rich resource for an honest questioning of values and a discussion of the basic elements of our culture.

No. 8945 **Native American Myths** EBE 1979 4-9 Color 24 Min. Five Native American myths are presented in this animated film. Stories of The Creation, how humans first received fire, how people once lived in peace and harmony, and the origin of man are related as found in Cherokee, Hopi, Seneca, Haida and Klamath cultures.

No. 8946 **Rocking Horse Cowboy** EBE 1979 7-12 Color 24 Min. A character study of Lew Morgan, an American cowboy facing the problem of growing old. Examines the classic American character type and stimulates discussion about the myth and reality of the popular image of the American cowboy.

No. 8947 **Quest for Flight** EBE 1979 6-10 Color 23 Min. Explores the motives underlying man's age-old quest for flight and traces the history of aviation from its origins to the present and describes both ligher-than-air and heavier-than-air craft. Shows today's renewed interest in simpler forms of flight.

No. 8948-49 **Greek Myths, The: Part I and Part II** EBE 1979 7-12, C Color 52 Min. Explores myths as primitive fiction, history in disguise and the outgrowth of prehistoric ritual. Also, shows why ancient man developed myths to explain natural phenomena and religious and moral problems.

No. 8950-51 **Bible as Literature, The: Part I and Part II** EBE 1979 8-12, C,A Color 51 Min. Treating the Bible as a collection of literary masterpieces, the film weaves together paintings, sculpture, music and drama to re-enact stories of the Old Testament. Biblical influence on short stories, lyric poetry and even protest literature are examined to help students appreciate the universality of the Bible as a major source of themes for literature and the fine arts, as well as a primary historical source.

No. 8952 **Bionics: Man or Machine?** EBE 1979 9-12 Color 24 Min. Defines "Bionics" as the science that copies nature. Illustrates experiments with artificial limbs from the last hundred years to the present sophisticated limbs that can respond to impulses from the wearer's brain. Discusses the creation of artificial organs and relates this to the development and use of robots to gather and analyze data from other planets.

No. 8953 **Money in the Marketplace** EBE 1979 2-6 Color 15 Min. Uses puppets, songs and animation to present economic concepts such as the function of money as a medium of exchange, a measure and store of value. Demonstrates that money is divisible, durable, portable and acceptable. Introduces the concept of barter and considers associated problems.

No. 8954 **Artimus and Old Laces—Long Multiplication** EBE 1979 3-6 Color 13 Min. Using an animated story line to create a math situation that children understand and enjoy, the film demonstrates how to calculate long multiplication problems using rectangular arrays. Familiarizes students with the use of graph paper as a tool in solving such problems.

No. 8955 **Ears and Hearing, The** EBE 1979 4-8 Color 22 Min. Describes the structure and function of the human ear and demonstrates the process by which sound waves are converted into electrochemical energy and perceived as sound. Explains two causes of deafness and outlines means of correction.

No. 8956 **Magic Rectangle, The—Short Multiplication** EBE 1979 3-6 Color 11 Min. Using an animated story line to create a math situation that children understand and enjoy, the film introduces a model for multiplication using arrays. Shows that a given perimeter can be associated with many different rectangles, each having a different area and that the largest area is associated with the square.

No. 8957 **Heart and Circulatory System, The** EBE 1979 7-11 Color 16 Min. Establishes the function of the circulatory system in transporting oxygen and other nutrients to the cells and in removing metabolic wastes. Discusses the early work of William Harvey into the human circulatory system and illustrates the internal structure and function of the heart. Describes methods of detecting and preventing diseases of the heart and blood vessels.

No. 8958 **Ghost of Captain Peale—Linear Measurement** EBE 1979 4-8 Color 11 Min. Using an animated story line to create a math situation that children understand and enjoy, the film acquaints students with the relationships between standard metric units and shows the ease of converting from one unit to another. Demonstrates how maps and scale drawings can be used and indicates that measurements are never exact.

No. 8959 **Choking: To Save a Life** EBE 1979 9-12 Color 12 Min. Develops an awareness of the seriousness of choking as a cause of death and identifies situations in which someone may choke. Demonstrates techniques used for clearing the airway, including the back blow, the abdominal thrust, and the finger probe. Introduces ways to prevent choking in children and adults.

No. 8960 **Learning About Cells** EBE 1979 7-10 Color 16 Min. Studies the basic structure and function of living cells. Investigates the role of the nucleus in controlling cell growth. Demonstrates that cells are able to cooperate and to perform specialized functions.

—Bruce MacIntyre
Library/Media Consultant

English BULLETIN

Not long ago I ran across a folder of student papers I had saved, and one seemed appropriate to introduce a perennial concern of English teachers. It began:

> The main thing I don't like about English is the grammar part of it. Grammar, as far as I am concerned, does not do a thing for you once you get on your own. I suppose some of it does, but once you get into the tenth grade you know how to talk and write to a certain extent. You would probably have to learn how to arrange sentences and punctuate them right, but I don't think we should have to continue to learn about nouns, verbs, adjectives, adverbs, etc. I just don't see what good it will do to know them. If you are writing something in the real world you don't put verb above the verb or adjective above all the adjectives.

The paper continues with the student expressing a desire to work on punctuation and letter writing in lieu of formal grammar.

Grammar—how and even whether to teach it—has been the subject of so much argument among educators in recent years that teachers may well wonder what in grammar is really worth knowing and teaching. In **Grammar for Teachers: Perspectives and Definitions**, just published by the National Council of Teachers of English, Constance Weaver offers a refresher course and food for thought for English teachers who want to reassess their approach to grammar.

Weaver's survey of the principal approaches to grammar in use today, relevant research on their value for developing sophistication in reading and writing, and ways these approaches can be used in the classroom are useful for teachers at various levels of education. The author, a specialist in applied linguistics and English education, is an associate professor in English at Western Michigan University.

Weaver points out that, in order to decide for themselves the value of teaching grammar, teachers should not only know about the results of recent research but also understand something of the nature of language processes (listening, speaking, reading and writing). She advocates sentence-combining exercises and "whodunit type questions" rather than teaching the terminology of grammar.

Too much stress on grammar instruction at the wrong time can arrest the development of students' writing ability, Weaver points out. "As early as the first grade, many children are already convinced that they can't write because they can't do it 'right.'" She reviews current thinking on ways to teach mechanics without blocking some writers' growth.

Weaver concludes the first part of her book by discussing the distinctions between valid and questionable reasons for making grammar a formal part of the English language arts curriculum. Part II is a grammar handbook, extensively illustrated with examples. In it, the author compares and contrasts traditional, structural and transformational approaches to grammar and briefly describes some of the essentials of English grammar.

John Warren Stewig, professor of education at the University of Wisconsin, Milwaukee, and newly-elected vice president of the National Council of Teachers of English, hopes to intensify the efforts of teachers of English to communicate with the public and the media about grammar concerns. "Given the lack of public confidence about what the schools are doing, which seems to be widespread," he said, "we need to talk openly at every opportunity with people who don't share teachers' values and technical knowledge. People need to know what we're doing and why it's important.

"Take, for example, the cry for the teaching of formal grammar in the news media. What the public really appears to be asking for is students who can write English fluently and correctly. But despite this," Stewig said, "there is little public clamor for the teaching of writing. We need to help people understand that although spelling and mechanics are extremely important at some stages in the process of learning to write, they are not synonymous with good writing and, therefore, aren't the main thing that should be stressed each time a student puts pencil to paper."

Looking Ahead

Of upcoming interest to all English and Language Arts teachers in the state is the Montana Association of Teachers of English Fall Conference, Oct. 18-19, at Montana State University in Bozeman. Bozeman is also the site for the Montana Reading Council Convention, and it is hoped that resources can be shared. Keynoter for the MATE Conference is Virginia M. Reid, editor of **Reading Ladders for Human Relations**. Reid's expertise is in elementary language arts. Workshops will be presented on elementary, middle school-junior high and high school English teaching ideas. It should be a good time for professional rejuvenation for the coming year.

—Claudette Johnson
English Consultant

The **National Association of Educational Office Personnel** is an organization dedicated to help evaluate the standards of those employed in educational offices. Their purpose is to upgrade themselves through workshops, seminars and college degrees so that they will be better able to help with the education of children. For information, contact Emma C. Macklin, Northwest Area Director, National Association of Educational Office Personnel, 15759 119th Place SE, Renton, WA 98055.

Montana: Our Land and People, by William L. Lang and Rex C. Myers, Pruett Publishing Company, Boulder, CO.

Covers all aspects of Montana history from the arrival of the native Americans to the problems of developing the Fort Union coal deposits in eastern Montana. This well-illustrated publication is usable at both junior and senior high school levels. For further details contact Edward Eschler, Office of Public Instruction, toll-free 1-800-332-3402.

★

Anyone who has taught has undoubtedly experienced that occupational hazard, **"teacher burn-out."** The Teacher Center for Gallatin County is offering a workshop to provide teachers with information and skills that will help them alleviate this condition. Two sessions will be presented: one on Oct. 3 from 7 to 9 p.m. and the other on Oct. 6 from 10 a.m. to noon. Chuck and Barbara Lawe, both experienced counselors, will conduct the workshop. Please contact the Teacher Center, 587-8181 in Bozeman, for additional information.

Visual History of Montana 35 mm slide units are still available in limited topics, cost free, to Montana school districts. The five units available are: "Lewis and Clark: The Course of Empire," "Fort Benton: Trailhead," "Horns, Hoofs, Horses: The Cattle Industry and Its Cowboys," "Montana Regions: Space and Spirit" and "Montana Homesteads: Farming the Dreams and the Droughts." For information contact Edward Eschler, Office of Public Instruction, toll-free 1-800-332-3402.

★

OPI CLASSIFIEDS

★

Special Ed. Contingency Fund. After legal review of H.B. 483, we have determined that when an application for contingency funds has been approved by the Office of Public Instruction, the general fund of the district is increased by that amount. No emergency budget proceedings will be necessary.

★

Ability counts for the handicapped as well as the non-handicapped. This year's **"Ability Counts" writing and poster contests** are designed to express that concern and to encourage communities to accept handicapped citizens.

"Speaking Out—Voices of Disabled People" will be the theme of the 1980 writing contest. Any high school junior or senior is eligible to participate. Students are asked to research and show the progress and problems of disabled men and women. Interviews with local merchants, government officials and disabled neighbors about meeting the needs of the handicapped are encouraged. The deadline for the writing contest is Feb. 6, 1980.

All students in grades nine through twelve are eligible to enter the poster contest. Judges will look for a strong visual statement of what disabled people are doing and what they cannot do when faced with barriers. The poster contest deadline is Jan. 15, 1980.

Art and English teachers will soon receive contest packages with rules and information on eligibility and prizes. Student success in the competition greatly depends on the teacher's help and guidance. Teachers will be invited to the awards ceremony along with their student winners.

The Ability Counts contests are sponsored by the Governor's Committee on Employment of the Handicapped, in cooperation with the CETA Division of the Office of Public Instruction; the Montana State AFL-CIO; the Employment and Training Division, the Employment Security Division and the Human Rights Division of the Department of Labor and Industry; and the Rehabilitative Services Division of the Department of Social and Rehabilitation Services. For more information contact Lorelee Andrew, Governor's Committee on Employment of the Handicapped, Department of Labor and Industry, Employment and Training Division, 35 S. Last Chance Gulch, Helena 59601 (449-5600).

Scholastic Magazines, Inc. will launch its **54th Annual Awards Program in art, photography and writing** this fall. The program is the oldest and largest student achievement program in the country. More than 200,000 junior and senior high school students are expected to participate at both the regional and national levels.

The art awards include tuition scholarships offered by 49 colleges and art schools in all parts of the country. National art and photography winners are featured in an annual exhibition in New York City. Selected writing winners are published in various Scholastic publications.

For further information on the writing contest contact Claudette Johnson, English/Language Arts consultant. Contact Bruce MacIntyre, Library Media consultant, for information on the photography, and Kay Burkhardt, Arts in Education consultant, on the art contest. Call via the hotline, toll-free 1-800-332-3402.

★

"Could I have done more to promote the reading of books by children?"

Reading instruction alone does not ensure that children will form life-time reading habits. Instead, the combination of good instruction and opportunities to read will help produce readers who not only can, but will read.

To that end, classroom teachers, library media specialists and university professors have designed the **Montana Young Readers' Book Award Program.** The coordinating committee of this program request that educators in Montana suggest titles of books appropriate for primary grades (K-3), intermediate grades (4-6) and upper grades (7-9).

A list will be compiled and ballots sent to participating schools. Since all ballots and information concerning the book award program will be sent to schools by Oct. 30, all suggested book titles must be in by Oct. 15.

Send all suggested titles and direct questions to Dawn C. Mayhew, Chairperson, MYRB Award Program, School of Education, University of Montana, Missoula, MT 59812.

★

Law requires that all **children** attending public or private schools in Montana after Aug. 1, 1980 be **immunized against certain preventable childhood diseases,** including measles, rubella (German measles), polio, diphtheria, pertussis (whooping cough) and tetanus (lockjaw). Exemptions are allowed for religious, medical or personal reasons.

An appropriate school immunization record for each student, kindergarten through twelfth grade, is also required. School immunization records already have been established for many Montana students as the result of an intensive immunization effort which began in the fall of 1977.

Although the school immunization requirement will not go into effect until Aug. 1, 1980, the Department of Health and Environmental Sciences is now drafting regulations, guidelines and forms. Suggestions are encouraged from school officials and parents affected by the law.

Contact Rick Crankshaw, Preventive Health Services Bureau, State Department of Health and Environmental Sciences, Cogswell Bldg., Helena, MT 59601, 449-2645.

★

The 1980 **convention of the Montana Council for Exceptional Children** will be held Mar. 27-29 at the Heritage Inn in Great Falls. President-elect Brad Nimmick will be calling for papers for the convention this month. Anyone interested in presenting a paper or running a booth at the convention may contact Nimmick at Sky Line Center, 3300 3rd St. N.E., Great Falls 59404; telephone 791-2270.

Also, if any organization primarily serving the handicapped is considering a spring convention and would like to hold it in Great Falls during the time of the CEC convention so that more people might benefit, please contact Nimmick.

Playground Safety. Put a thick carpet of pine bark nuggets, or sand, or shredded tires under playground jungle gyms, swings and seesaws to prevent serious head injuries, says the Commerce Department's National Bureau of Standards. The loose materials absorb the impact of falls, which cause 50 percent of serious playground injuries. The Bureau pointed out that loose materials require regular maintenance, and where such maintenance isn't available, a playground might be safer with a rubber mat or synthetic turf than with unattended loose materials.

★

A **$5000 prize** for the most outstanding achievement in providing exemplary media programs at the elementary level is being offered to school systems submitting entries for the 1980 **School Library Media Program of the Year Award.**

The awards program, now in its eighth year, is co-sponsored by the American Association of School Librarians and the Encyclopaedia Britannica Companies.

The 1980 awards will be made during National Library Week, Apr. 13-19, 1980, and as many as five other school systems may also be cited for the quality of their elementary media programs. Any school system—public, private or parochial—is eligible to apply.

For application forms, write to the American Association of School Librarians, 50 E. Huron St., Chicago, IL 60611. Completed applications must be submitted no later than Nov. 12, 1979.

★

The **Montana Speech and Hearing Association** will meet at the Heritage Inn, Great Falls, beginning at 8 a.m., Thursday, Oct. 18 and concluding on the afternoon of Friday, Oct. 19. Please contact Linda Lewis, 2519 13th Ave. S., Great Falls, 59405, or call 727-3115 for further details and registration information.

★

OPI CLASSIFIEDS

Calendar additions, corrections

The VICA/OEA/DECA function on Oct. 5-6 is a **Fall** Leadership Conference, not "Full."

School Bus Safety Week will be Oct. 7-13. National School Lunch Week is Oct. 14-20 (not 7-13).

The Montana Association of Language Teachers convention will be held on Oct. 18-19 in Great Falls, not in Bozeman. The Montana Association of Teachers of English state convention will be held on these same dates in Bozeman. The Montana Education Association convention will also be held then, but in Helena.

The State FFA conference will be held in Bozeman, Mar. 26-28.

Oct. Calendar

Hobby Month		18-19	MT Assoc. of Language Teachers conv.-Great Falls; MT Education Assoc. conv.-Helena; MT State Reading Council conv.-Bozeman; School Admin. of MT conv.-Great Falls; State Vocational Assoc. meeting-Lewistown; MT Assoc. of Teachers of English state conv.-Bozeman
1	Board of Public Education meeting-Sidney; First day of speech and drama meets		
4-5	ESEA I Regional Workshop-Havre		
5-6	VICA/OEA/DECA Fall Leadership Conf.-Great Falls		
7-13	School Bus Safety Week		
8	Columbus Day	18-20	MT Art Education Assoc. conf. & retreat-Rock Creek
10	National School Lunch Day; filing deadline for ESEA IV-C grant proposals	18-21	MT Dance Arts Assoc. conv.-Great Falls
12-13	MT Adult Education Assoc. annual meeting-Bozeman	24	United Nations Day
13	Opening of **YouthinArt** exhibition-Helena (deadline for artwork: Oct. 5)	24-25	ESEA I Regional Workshop-Billings
14-20	National School Lunch Week; Reading Improvement Week	26-28	Arts in Education workshops in music, visual arts, drama, dance for teachers from rural and Class C schools-Lewistown
17-19	MT Music Educators Assoc. conv. (to be announced)	27-28	ESEA I Regional Workshop-Fairmont
17-20	MT Federation of Teachers annual conv.-Kalispell	30-Nov. 3	MT School Boards Assoc. workshops and conv.-Billings

Georgia Rice, Superintendent
Office of Public Instruction
Helena, Mt. 59601

TO DOCUMENTS DISTRIBUTING CE 09/79 15020
MONTANA STATE LIBRARY
930 E LYNDALE
DEADHEAD

Second-class postage paid
Helena, MT 59601

Toll-free educational hotline:
1-800-332-3402

S
371.2005
P11s
Oct. 1979

Montana State Library
3 0864 1006 6697 6

Montana Schools

Volume 23, No. 2 | Office of Public Instruction | Georgia Rice, Superintendent | October 1979
(USPS 091 970)

from the SUPERINTENDENT

The exchange of resources between schools and their communities is worthy of the attention of every educator.

With our current economy, sharing resources becomes an effective way to meet changing educational needs. Community members of Montana have always been amenable to the betterment of the education of their children and citizens. Because, after all, schools and communities are inseparable.

Today, community business, labor and industry members are turning interest in their schools into action. For example, the Montana Economic Education Council recently purchased a film series for schools in Montana. Billings business and labor developed an outdoor classroom for student instruction. And across the state, community leaders have contributed time to school boards, advisory councils and task forces for education.

Educators can also share their resources with the communities. There is an increased social need for improved skills, basic education and recreational activities. Educators can share their knowledge, and school facilities can be utilized to increase citizen education.

There is a gamut of experiences, values, emotions and personal strengths that can be shared. Such a resource exchange will help ensure that every Montanan can become a contributing and self-fulfilled member of society.

Our Own Resource Sharing

Last month, children of my staff visited the Office of Public Instruction for half a day. We shared with them the duties of the Office, the skills their parent contributes, with whom and where they work. It was an excellent experience not only for the children, but for every one of us.

The possibilities of education exchanges are limitless. I urge every teacher, school administrator and parent to take an active interest in utilizing community resources. A resource exchange will benefit every community member.

Georgia Rice

Office of Public Instruction staff, their children and Superintendent Rice celebrate International Year of the Child on August 17.

STATE DOCUMENTS COLLECTION
OCT 9 1979
MONTANA STATE LIBRARY
930 E Lyndale Ave.
Helena, Montana 59601